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**TEACHING READING IN THE PROCESS
OF FOREIGN LANGUAGE EDUCATION
AT THE UNIVERSITY OF THE MINISTRY
OF INTERNAL AFFAIRS AS A FACTOR
IN THE DEVELOPMENT OF SPEECH BEHAVIOR
OF CADETS**

The article discusses foreign language education and speech behavior of cadets of the Institute of the Ministry of Internal Affairs while teaching reading. The author indicates the relevance of the speech behavior of future specialists. The author considers teaching foreign language reading as one of the main tasks in the educational program of a non-language institution. The main result of reading in foreign language education in professionally oriented speech communication of cadets. The techniques of working with text and forming the speech behavior of cadets are given in the article. The author comes to the conclusion that foreign language education is forming speech behavior of future specialists in the process of reading and studying special subjects.

Professional speech assumes the speech behavior of the future specialist in accordance with the generally accepted norms of language and society. Professional speech by MIA cadets includes not only the correct use of common and special vocabulary, but also the correct pronunciation of terms, constructing logical statements and conclusions [1]. Training of a future specialist is associated with a wide range of specializations of graduates: precinct officer, operative officer, patrol officer, investigator, etc. The police officer often contacts foreign citizens both verbally and in writing, respectively, his activities are organized through speech communication. Accordingly, the concept of «speech behavior» should be considered. This term is considered from several points of view:

- social: on the one hand, a component of behavior as a whole as a system of actions of society, on the other — a way of using language in real social conditions;
- communicative: a complex of verbal and non-verbal information, speech actions, and the conditions of the situation included in a specific communicative act;
- linguistic: actions of an individual in typical situations that reflect the specifics of the language consciousness of a given society;

– personal: a set of actions, conscious and unconscious, reflecting the character and lifestyle of a person [2].

The term «speech behavior» is actively used along with the concept of «communicative behavior», which was introduced by I. A. Sternin, as a set of communication rules and traditions of communication of a particular linguistic and cultural community, or verbal and non-verbal behavior of an individual or group of individuals in the process of communication in accordance with the norms of communication in society [3].

According to V. V. Sokolova, communicative behavior includes: speech label formulas and situations of their use, topics of communication accepted in certain situations, observance of communication time frames, intervals of communication of various groups of people, frequency of communication of certain groups of people, priorities of communication of various communicative groups, etc. [4].

Yu. S. Prokhorov notes the identity of both concepts and points out that speech behavior focuses on the communicative aspect of communication, that is, on the exchange of information and thoughts in a language form (that is, using language tools) in the process of communicative interaction of interlocutors [3].

This fully applies to the organization of foreign language education of cadets of the Ministry of internal Affairs [5]. A foreign language has wide opportunities to search for necessary information from foreign sources, develop students' cognitive processes of perception, attention, memory, will, thinking, speech, etc., form students' Patriotic Outlook, moral qualities, and a high level of cultural behavior. This makes it possible to speak about the need for high-quality foreign language education of these specialists [6].

Foreign language education at the University of the Ministry of internal Affairs is aimed at the formation of the following competencies:

1) general cultural:

– the ability to understand the laws and factors of the development of the historical process, respect and care for the historical heritage and cultural traditions, tolerant perception of socio-cultural differences;

– the ability to navigate political and social processes, use the knowledge and methods of the humanities and social sciences in solving professional tasks;

– the ability to tolerate behavior, to social and professional interaction taking into account ethnic and religious differences, to work in a team, to cooperate with colleagues, to prevent and constructively resolve conflict situations in the course of professional activity;

– the ability to business communication, professional communication in one of the foreign languages;

2) professional:

– the ability to handle, analyze and systematize scientific and psychological information, domestic and foreign experience on the subject of research;

– the ability to prepare scientific reports, reviews, publications and recommendations based on the results of research;

3) military-professional:

– to work constantly to improve their professional, intellectual, spiritual, moral and physical level of development, maintain an exemplary appearance and military bearing, master the culture of thinking and speech;

– to show patriotism, to strengthen peace and friendship between peoples, prevention of national and religious conflicts;

– to observe the rules of international humanitarian law, the rules for the treatment of the wounded, sick, shipwrecked persons, medical personnel, clergy, civilians in the area of hostilities, as well as prisoners of war;

– to inform the personnel of the unit about events in the world and in the Russian Federation, about the life and service and combat activities of the troops [7].

The competencies being formed are aimed not only at developing professional communication of the cadet of the Ministry of Internal Affairs in a foreign language, but also at his speech behavior. Despite the fact that the primary importance in professional speech behavior is assigned to speaking as a type of speech activity, teaching foreign language reading is one of the main tasks in the educational program of a non-linguistic University, since all students have the opportunity to read in a foreign language and to use foreign literature. The main result of reading in the framework of foreign language education is professionally oriented speech communication of cadets.

According to S. K. Folomkina, the process of foreign language reading has a specific goal and is a set of actions aimed at semantic and perceptual processing of visual material [8].

I. V. Vronskaya notes that the more mature the reader, the more successful his reading operations are, which is expressed in the rapid determination of the purpose of reading and the choice of the method of obtaining information [8].

According to E. A. Romanovskaya, to understand the text, the student needs to differentiate between logical connections in the sentence and between parts of the text and to be able to discourse [8].

Accordingly, it should be concluded that foreign language education is a factor in the speech behavior of future specialists in the process of learning to read, since in the educational process of the University, the future specialist uses a foreign language text not only in preparation for classes in a foreign language, but also in the study of special disciplines.

It is advisable to present techniques for working with text in the process of teaching foreign language reading in order to form the speech behavior of cadets.

Stage 1. Before the perception of the text:

1. Introductory conversation with the group. Introduction to the topic or subtopic.

2. Voicing the purpose of the work: to present a small text after reading or listening (orally or in a written form).

3. The sound of the title of the text and the name of the author. It is advisable to prepare information about the author on the board in advance in the form of a list of abstracts, closing it from students. It will be effective to conduct a survey about the author's biography (if the cadet correctly names the information, then the cadet opens and explains a part of the biography). Or to hide the author's full name, but open the important information about his life and work. Students are to join in groups, make assumptions, express their thoughts, and argue their answers. All this helps to increase cognitive interest in the author and the upcoming work with the text.

4. Questions to the group, focused on the life experience of students, discussion of the possible content of the text, possible scenarios of events. In this case, you can use the method of brainstorming, write all the ideas in a column, and after listening to the text, mark with a plus sign those ideas that were closest to the content of the text.

Stage 2. Text reading. Techniques of holistic perception of the text:

1) reading the text aloud by a cadet / teacher / speaker;

2) reading the text to yourself;

3) listening to the text and reading to yourself.

It is advisable to add the «author's» technique when the author's voice reads the text, and alternate these techniques, since the use of a certain technique depends on the setting that the teacher gives to the cadets:

– «formulate a topic» (techniques 1, 2);

– «the main idea of the text» (techniques 2, 3);

– «why the text is named ...?» (techniques 1, 2, 3);

– «how else can I title the text?» (techniques 1, 2).

Repeat listening is recommended in detail.

Techniques for structural perception of text (reading in parts):

1) What structural parts can the text be divided into? What events does the author describe in each part?

2) Who is the main character? Give him a description.

3) What are the defining facts?

4) What is the reason for this attitude / situation?

5) What did the author want to say, in your opinion? What means convey the author's emotions?

6) Express your attitude to what you heard or read.

Stage 3. After repeated perception of the text:

1. Define the text style. Justify your answer.

2. Define the theme and main idea. What parts of the text can be divided into? How do they relate to the main idea of the author? How it is expressed in the text: words, sentences.

3. How does the text end? What continuation can there be?

4. What words and phrases does the author use? What about synonyms and antonyms?

5. What language means does the author use: the words with specific meaning, the words in a figurative sense, emotional and evaluative words, the words with the characteristic value of the object or action; the words with the meaning of comparison; the verbs of the perfect tense with the beginning of the action verbs in the present tense instead of past, etc.?

6. Make a plan of the text. What are the most important points in your opinion?

Then you can offer a retelling of the text orally or in writing.

Thus, the presented work plan, which includes preliminary tasks with the text, for the subsequent formation of reading skills, is complex, since it is aimed at the formation of speech behavior through:

– the development of speech skills through inclusion in a conversation, in group work, argumentation of their position (first orally, then in writing on the read text, then-the formulation of their own thoughts, reasoning);

– the development of creative abilities: the ability not only to reason and Express their thoughts on the read text, but also to form their own opinion, present it orally or in writing;

– the development of skills to work with text: the ability to determine the style of speech, the main idea of the text, find language tools, correctly determine their role in the text and use in the future;

– the development of the ability to present the text according to the plan, theme, take into account the means of expressing the author's thoughts, author's position, features.

Stage 4. Post-text work. Then students are invited to make a report (oral / written, presentation / retelling / essay). Let's look at the plan for working on the message.

The following types of work should be considered in planning:

– Argumentation of a problematic topic (response to the problem contained in the text).

- A dialogue with the writer on the issues raised in the text.
- A discussion of the problem contained in the text.
- Discourse with elements of interpretation of the source text.

When working on a written message, it is advisable to use a memo: initially, the purpose of the message is announced, and then the topic, then what should be reflected (the topic, your thoughts, memories, reasoning, the answer to the question, the number of sentences).

1. Think about what case you will describe and how interesting it is. What useful information can I learn from your story?

2. Formulate the theme and main idea of the essay, title it.

3. Select the necessary information from what you have read.

4. Make a plan. Specify the introduction, the beginning, the climax, the denouement, and the conclusion.

5. Note how fully the main event is represented.

6. Use in the story (depending on the type of a message):

– dialogue or individual replicas that allow the reader to imagine the course of events, to understand the features of the characters;

– elements of the problem description: clearly describe the problem, its possible solutions, what can happen if...;

– your own reasoning: why do you think that, what it might be related to, what emotions you have experienced, what might happen if...

7. Write a rough version of the story.

8. Check, correct, and rewrite it.

Preliminary tasks are necessary for a better understanding of the purpose of the task, understanding the topic, and repeating the learned knowledge.

Examples can be the following exercises:

1. Express survey on the topic.

– When I see a familiar person coming to meet me, I feel...

«What kind of cadet are you?»

2. Third / fourth extra: the characteristics of the noun are called (correct and incorrect), and students must correctly distinguish them.

3. «Snowball»: students name objects / objects / actions (depending on the topic), each subsequent repeats everything that the previous one called.

4. Remove the excess: words are written in the column according to certain spelling rules, you need to choose a rule and choose one word that does not fit.

5. Conversation on the subject of the text.

6. Group work:

– create 5 questions on the topic and ask the other groups;

– create a cluster using information on the topic.

7. Make a list of verbs that are used in the text: said, marked, underlined, pointed, spoken, whispered, etc.

8. Examples of verbs, pronouns in the beginning, culmination, and denouement.

Thus, working on the text in the process of learning to read will help:

– teaching students different types of speech activity;

– teaching different types of information and speech processing of the text in the reading process;

– teaching students to understand texts in different styles and types of speech;

– training students to analyze and correct their own statements;

– repetition of the studied material on the topic.

Thus, in the process of learning to read a foreign language is not only an object of learning, but also a means of developing professional skills in the use of speech communication tools in the framework of communicative interaction with the interlocutor, group. Accordingly, it should be concluded that the speech behavior of cadets of the Ministry of Internal Affairs is formed not only in the process of obtaining knowledge in the study of general and special subjects, but also in the process of working with a foreign language text.

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**Обучение чтению в процессе иноязычного образования в вузе МВД
как фактор развития речевого поведения курсантов**

В статье рассматривается иноязычное образование как фактор развития речевого поведения курсантов вуза МВД при обучении чтению. Автор указывает на актуальность речевого поведения будущих специалистов, отмечает обучение иноязычному чтению как одну из основных задач в образовательной программе неязыкового вуза. Основным результатом чтения в рамках иноязычного образования является профессионально ориентированное речевое общение курсантов.